



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2030 N. 36th Street, Phoenix, AZ 85008

Pinnacle Education-DS, Inc.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 New School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Stacey Boyd
Schedule : 08:00 AM to 03:30 PM
Grades : K-8
2005 Enrollment : 169
Web Address : www.pin-ed.com
Phone Number : (602) 275-3852
Fax Number : (602) 275-5685
E-mail : sboyd@pin-ed.com

Mission

Day Star Academy is committed to providing students with the highest quality education. To provide a benchmark and track our students' academic achievements, with annual statewide testing. We teach to the Arizona Academic Standards without compromise.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü High test scores - Curriculum aligned to the Arizona Academic Standards to help students do well on state tests. Students have learned the material for their grade level, therefore, they should test well.
- ü We will increase parent-teacher communication by publishing a monthly syllabus including language arts, math, science and social studies goals by class.
- ü We will increase vocabulary throughout the grades by increasing the emphasis on core curriculum vocabulary and using a higher level of vocabulary from the teacher.

Enrollment

October 1, 2004 School Year Student Enrollment : 175
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 165

Instructional Programs

- Ü Full-day Kindergarten
- Ü SPED Services: Inclusion Model
- Ü Tutoring
- Ü Service Learning Program
- Ü Test Prep

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/8/2005
Last Day of School :	5/25/2006

Shared Responsibilities

School

To make school safe for everyone. To maintain a school environment that is conducive to learning. To show respect at all times. To provide a quality education to each and every Day Star Academy students. To teach and cultivate good citizenship in all students.

Parents

Make certain their child attends school regularly, bring required supplies, books, and homework assignments to class. Participate in parent-teacher conferences and other school sponsored events. Follow school rules and procedures.

Transportation Policy

No transportation provided.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Valedictorian/Salutatorian	2005
Ü Principal's List Awards	2005
Ü Honor Roll Awards	2005
Ü Citizenship Awards	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79306	100	100	99	412	412	445	38	38	10	19	19	18	38	38	51	6	6	20
All Students (Prior Year)	22	22	75509	100	100	100	495	495	521	27	27	13	32	32	23	27	27	33	14	14	31
Female	13	13	38691	100	100	99	410	410	446	50	50	10	8	8	18	33	33	52	8	8	20
Male	NC	NC	40583	NC	NC	99	NC	NC	445	NC	NC	11	NC	NC	18	NC	NC	50	NC	NC	21
African American	NC	NC	4041	NC	NC	99	NC	NC	426	NC	NC	17	NC	NC	23	NC	NC	50	NC	NC	10
Hispanic	NC	NC	32869	NC	NC	99	NC	NC	429	NC	NC	15	NC	NC	25	NC	NC	51	NC	NC	10
Asian/Pacific Islander	--	--	1935	--	--	99	--	--	474	--	--	3	--	--	9	--	--	48	--	--	40
American Indian/Alaskan Native	NC	NC	4264	NC	NC	100	NC	NC	419	NC	NC	19	NC	NC	30	NC	NC	45	NC	NC	6
White	NC	NC	36197	NC	NC	99	NC	NC	463	NC	NC	5	NC	NC	11	NC	NC	53	NC	NC	31
Students with Disabilities	NC	NC	10321	NC	NC	100	NC	NC	389	NC	NC	30	NC	NC	27	NC	NC	34	NC	NC	9
Students without Disabilities	17	17	69060	94	94	98	415	415	454	33	33	7	20	20	17	40	40	54	7	7	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	--	--	39415	--	--	96	--	--	431	--	--	15	--	--	25	--	--	50	--	--	10
Non-Economically Disadvantaged	18	18	39966	100	100	100	412	412	459	38	38	6	19	19	12	38	38	52	6	6	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	79395	100	0	99	421	421	446	25	25	9	19	19	25	56	56	55	0	0	11
All Students (Prior Year)	22	22	75492	100	100	100	505	505	519	18	18	12	27	27	16	41	41	47	14	14	24
Female	13	13	38743	100	0	100	420	420	451	25	25	7	25	25	24	50	50	57	0	0	12
Male	NC	NC	40618	NC	NC	99	NC	NC	440	NC	NC	11	NC	NC	27	NC	NC	53	NC	NC	9
African American	NC	NC	4052	NC	NC	100	NC	NC	434	NC	NC	11	NC	NC	29	NC	NC	54	NC	NC	6
Hispanic	NC	NC	32915	NC	NC	99	NC	NC	426	NC	NC	15	NC	NC	35	NC	NC	47	NC	NC	4
Asian/Pacific Islander	--	--	1936	--	--	99	--	--	468	--	--	3	--	--	14	--	--	63	--	--	19
American Indian/Alaskan Native	NC	NC	4271	NC	NC	100	NC	NC	420	NC	NC	15	NC	NC	42	NC	NC	41	NC	NC	2
White	NC	NC	36221	NC	NC	99	NC	NC	465	NC	NC	4	NC	NC	15	NC	NC	63	NC	NC	17
Students with Disabilities	NC	NC	10331	NC	NC	100	NC	NC	388	NC	NC	25	NC	NC	37	NC	NC	34	NC	NC	4
Students without Disabilities	17	17	69139	94	0	99	426	426	454	20	20	7	20	20	24	60	60	58	0	0	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	--	--	39484	--	--	96	--	--	429	--	--	14	--	--	35	--	--	47	--	--	4
Non-Economically Disadvantaged	18	18	39986	100	0	100	421	421	461	25	25	4	19	19	16	56	56	63	0	0	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	18	18	78869	100	100	99	447	447	442	0	0	6	19	19	21	75	75	63	6	6	10
All Students (Prior Year)	22	22	75053	100	100	99	541	541	597	5	5	7	18	18	12	77	77	72	0	0	9
Female	13	13	38536	100	100	99	458	458	458	0	0	4	8	8	15	83	83	67	8	8	14
Male	NC	NC	40302	NC	NC	99	NC	NC	428	NC	NC	8	NC	NC	26	NC	NC	60	NC	NC	7
African American	NC	NC	4015	NC	NC	99	NC	NC	430	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Hispanic	NC	NC	32606	NC	NC	98	NC	NC	426	NC	NC	8	NC	NC	27	NC	NC	60	NC	NC	5
Asian/Pacific Islander	--	--	1925	--	--	99	--	--	471	--	--	3	--	--	11	--	--	64	--	--	22
American Indian/Alaskan Native	NC	NC	4245	NC	NC	100	NC	NC	423	NC	NC	9	NC	NC	26	NC	NC	61	NC	NC	4
White	NC	NC	36078	NC	NC	99	NC	NC	459	NC	NC	4	NC	NC	16	NC	NC	66	NC	NC	14
Students with Disabilities	NC	NC	10246	NC	NC	100	NC	NC	367	NC	NC	18	NC	NC	39	NC	NC	40	NC	NC	4
Students without Disabilities	17	17	68697	94	94	98	447	447	454	0	0	4	20	20	18	73	73	67	7	7	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	--	--	39106	--	--	95	--	--	427	--	--	8	--	--	28	--	--	59	--	--	5
Non-Economically Disadvantaged	18	18	39837	100	100	100	447	447	457	0	0	4	19	19	14	75	75	67	6	6	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	78906	100	100	99	503	503	498	10	10	13	20	20	19	50	50	48	20	20	20
All Students (Prior Year)	13	13	76019	100	100	100	475	475	499	8	8	14	69	69	39	15	15	14	8	8	33
Female	NC	NC	38644	NC	NC	99	NC	NC	500	NC	NC	12	NC	NC	19	NC	NC	49	NC	NC	19
Male	NC	NC	40236	NC	NC	99	NC	NC	497	NC	NC	15	NC	NC	19	NC	NC	46	NC	NC	20
African American	--	--	4087	--	--	99	--	--	481	--	--	20	--	--	24	--	--	45	--	--	11
Hispanic	NC	NC	31938	NC	NC	99	NC	NC	481	NC	NC	19	NC	NC	25	NC	NC	46	NC	NC	10
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	536	--	--	5	--	--	8	--	--	45	--	--	42
American Indian/Alaskan Native	--	--	4593	--	--	100	--	--	467	--	--	26	--	--	29	--	--	39	--	--	6
White	NC	NC	36483	NC	NC	99	NC	NC	517	NC	NC	7	NC	NC	13	NC	NC	51	NC	NC	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	10	10	68310	100	100	98	497	497	509	11	11	9	22	22	18	56	56	51	11	11	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	--	--	38679	--	--	96	--	--	483	--	--	20	--	--	25	--	--	45	--	--	10
Non-Economically Disadvantaged	11	11	40295	100	100	100	503	503	513	10	10	7	20	20	13	50	50	50	20	20	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	78908	100	0	99	491	491	484	10	10	10	10	10	23	70	70	58	10	10	9
All Students (Prior Year)	13	13	76020	100	100	100	498	498	503	31	31	25	23	23	23	31	31	40	15	15	12
Female	NC	NC	38648	NC	NC	99	NC	NC	489	NC	NC	8	NC	NC	22	NC	NC	61	NC	NC	10
Male	NC	NC	40233	NC	NC	99	NC	NC	479	NC	NC	12	NC	NC	25	NC	NC	55	NC	NC	8
African American	--	--	4092	--	--	99	--	--	473	--	--	12	--	--	28	--	--	54	--	--	5
Hispanic	NC	NC	31940	NC	NC	99	NC	NC	465	NC	NC	16	NC	NC	32	NC	NC	49	NC	NC	3
Asian/Pacific Islander	--	--	1805	--	--	98	--	--	507	--	--	4	--	--	13	--	--	65	--	--	18
American Indian/Alaskan Native	--	--	4569	--	--	100	--	--	457	--	--	18	--	--	39	--	--	41	--	--	2
White	NC	NC	36502	NC	NC	99	NC	NC	502	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	10	10	68312	100	0	98	494	494	493	11	11	7	11	11	21	67	67	62	11	11	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	--	--	38662	--	--	96	--	--	468	--	--	16	--	--	32	--	--	49	--	--	3
Non-Economically Disadvantaged	11	11	40315	100	0	100	491	491	498	10	10	5	10	10	15	70	70	66	10	10	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	11	11	78750	100	100	99	498	498	500	10	10	6	20	20	29	70	70	63	0	0	2
All Students (Prior Year)	13	13	75673	100	100	100	517	517	530	23	23	12	23	23	25	54	54	58	0	0	4
Female	NC	NC	38586	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	22	NC	NC	71	NC	NC	3
Male	NC	NC	40135	NC	NC	99	NC	NC	486	NC	NC	8	NC	NC	35	NC	NC	56	NC	NC	1
African American	--	--	4081	--	--	99	--	--	488	--	--	8	--	--	32	--	--	59	--	--	2
Hispanic	NC	NC	31841	NC	NC	99	NC	NC	483	NC	NC	8	NC	NC	36	NC	NC	55	NC	NC	1
Asian/Pacific Islander	--	--	1802	--	--	98	--	--	533	--	--	2	--	--	16	--	--	75	--	--	7
American Indian/Alaskan Native	--	--	4586	--	--	100	--	--	481	--	--	8	--	--	37	--	--	54	--	--	1
White	NC	NC	36440	NC	NC	99	NC	NC	516	NC	NC	3	NC	NC	22	NC	NC	71	NC	NC	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	10	10	68196	100	100	98	500	500	513	11	11	3	11	11	25	78	78	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	--	--	38558	--	--	96	--	--	485	--	--	8	--	--	37	--	--	54	--	--	1
Non-Economically Disadvantaged	11	11	40260	100	100	100	498	498	514	10	10	3	20	20	21	70	70	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78250	NC	NC	99	NC	NC	548	NC	NC	21	NC	NC	18	NC	NC	48	NC	NC	13
All Students (Prior Year)	NC	NC	75001	NC	NC	99	NC	NC	468	NC	NC	37	NC	NC	36	NC	NC	16	NC	NC	10
Female	NC	NC	38071	NC	NC	99	NC	NC	549	NC	NC	20	NC	NC	19	NC	NC	49	NC	NC	12
Male	NC	NC	40126	NC	NC	99	NC	NC	547	NC	NC	23	NC	NC	17	NC	NC	46	NC	NC	14
African American	--	--	4058	--	--	99	--	--	523	--	--	32	--	--	22	--	--	41	--	--	5
Hispanic	NC	NC	29129	NC	NC	99	NC	NC	527	NC	NC	32	NC	NC	23	NC	NC	40	NC	NC	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	--	4996	--	--	100	--	--	518	--	--	36	--	--	25	--	--	36	--	--	4
White	NC	NC	38320	NC	NC	99	NC	NC	568	NC	NC	12	NC	NC	14	NC	NC	55	NC	NC	19
Students with Disabilities	--	--	9329	--	--	100	--	--	454	--	--	64	--	--	18	--	--	16	--	--	2
Students without Disabilities	NC	NC	68996	NC	NC	99	NC	NC	561	NC	NC	16	NC	NC	18	NC	NC	52	NC	NC	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	--	--	33388	--	--	94	--	--	530	--	--	32	--	--	22	--	--	40	--	--	5
Non-Economically Disadvantaged	NC	NC	44937	NC	NC	100	NC	NC	561	NC	NC	13	NC	NC	15	NC	NC	54	NC	NC	18

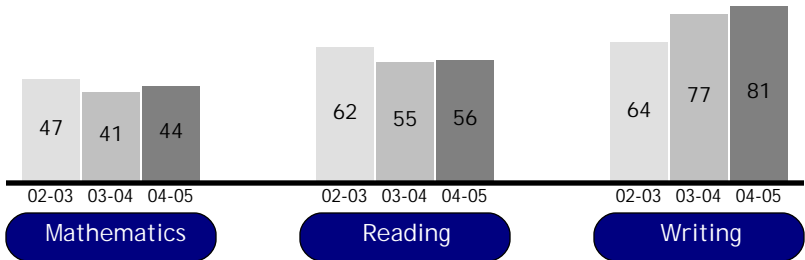
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78302	NC	NC	99	NC	NC	512	NC	NC	11	NC	NC	25	NC	NC	57	NC	NC	7
All Students (Prior Year)	NC	NC	74918	NC	NC	99	NC	NC	497	NC	NC	32	NC	NC	19	NC	NC	35	NC	NC	15
Female	NC	NC	38082	NC	NC	99	NC	NC	518	NC	NC	8	NC	NC	24	NC	NC	61	NC	NC	7
Male	NC	NC	40166	NC	NC	99	NC	NC	507	NC	NC	14	NC	NC	26	NC	NC	54	NC	NC	6
African American	--	--	4064	--	--	100	--	--	498	--	--	14	--	--	29	--	--	54	--	--	3
Hispanic	NC	NC	29152	NC	NC	99	NC	NC	492	NC	NC	17	NC	NC	34	NC	NC	46	NC	NC	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	--	4993	--	--	100	--	--	484	--	--	19	--	--	38	--	--	42	--	--	1
White	NC	NC	38347	NC	NC	99	NC	NC	531	NC	NC	5	NC	NC	17	NC	NC	68	NC	NC	10
Students with Disabilities	--	--	9353	--	--	100	--	--	429	--	--	40	--	--	38	--	--	22	--	--	1
Students without Disabilities	NC	NC	69024	NC	NC	99	NC	NC	524	NC	NC	7	NC	NC	23	NC	NC	62	NC	NC	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	--	--	33398	--	--	94	--	--	495	--	--	18	--	--	35	--	--	46	--	--	2
Non-Economically Disadvantaged	NC	NC	44979	NC	NC	100	NC	NC	525	NC	NC	6	NC	NC	18	NC	NC	66	NC	NC	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	NC	NC	78094	NC	NC	99	NC	NC	545	NC	NC	3	NC	NC	18	NC	NC	77	NC	NC	2
All Students (Prior Year)	NC	NC	74503	NC	NC	99	NC	NC	491	NC	NC	9	NC	NC	32	NC	NC	51	NC	NC	8
Female	NC	NC	38025	NC	NC	99	NC	NC	558	NC	NC	2	NC	NC	13	NC	NC	82	NC	NC	2
Male	NC	NC	40013	NC	NC	99	NC	NC	534	NC	NC	5	NC	NC	23	NC	NC	71	NC	NC	1
African American	--	--	4037	--	--	99	--	--	532	--	--	4	--	--	22	--	--	73	--	--	1
Hispanic	NC	NC	29068	NC	NC	99	NC	NC	523	NC	NC	5	NC	NC	27	NC	NC	67	NC	NC	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	--	4981	--	--	100	--	--	526	--	--	4	--	--	25	--	--	70	--	--	0
White	NC	NC	38265	NC	NC	99	NC	NC	564	NC	NC	2	NC	NC	11	NC	NC	84	NC	NC	3
Students with Disabilities	--	--	9275	--	--	100	--	--	444	--	--	14	--	--	46	--	--	39	--	--	1
Students without Disabilities	NC	NC	68892	NC	NC	98	NC	NC	559	NC	NC	2	NC	NC	14	NC	NC	82	NC	NC	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	--	--	33296	--	--	94	--	--	527	--	--	5	--	--	27	--	--	67	--	--	0
Non-Economically Disadvantaged	NC	NC	44871	NC	NC	100	NC	NC	559	NC	NC	2	NC	NC	12	NC	NC	84	NC	NC	3

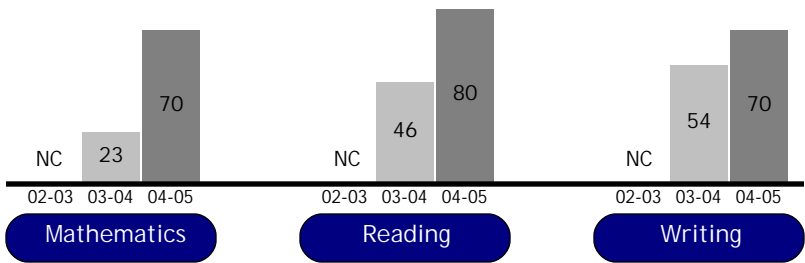
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

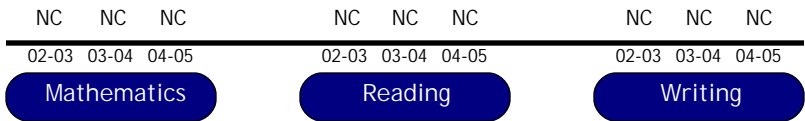
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2004-05

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	56	--	50	91	39	NA	58	97	42	42	47
	Language	100	36	--	43	100	26	26	50	97	32	32	47
	Mathematics	95	43	--	57	97	32	32	64	97	33	33	50
3	Reading	92	51	--	47	90	48	NA	55	100	29	29	44
	Language	100	49	--	54	100	36	36	61	100	32	32	44
	Mathematics	100	44	--	54	100	44	44	61	100	30	30	51
4	Reading	94	33	--	52	100	58	NA	56	100	34	34	48
	Language	100	35	--	48	100	49	49	52	100	34	34	49
	Mathematics	100	40	--	57	100	55	55	61	100	45	45	53
5	Reading	NC	NC	--	50	86	26	NA	55	100	51	51	50
	Language	NC	NC	--	46	93	34	34	49	100	51	51	50
	Mathematics	NC	NC	--	57	93	42	42	63	100	46	46	49
6	Reading	100	47	--	53	100	36	NA	56	100	28	28	51
	Language	100	48	--	45	100	28	28	48	100	30	30	47
	Mathematics	100	49	--	62	100	55	55	66	100	38	38	52
7	Reading	NC	NC	--	51	NC	NC	NC	54	NC	NC	NC	50
	Language	NC	NC	--	54	NC	NC	NC	58	NC	NC	NC	52
	Mathematics	NC	NC	--	58	NC	NC	NC	62	NC	NC	NC	50
8	Reading	NC	NC	--	53	NC	NC	NC	55	NC	NC	NC	51
	Language	NC	NC	--	49	NC	NC	NC	52	NC	NC	NC	50
	Mathematics	NC	NC	--	58	NC	NC	NC	61	NC	NC	NC	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	4.00
Other Professional Staff	1.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	1	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	0	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	4
Percent of teachers in the school with Emergency/Provisional Certification	44%
Percent of core classes not taught by Hightly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü Library
- Ü Computer Lab

Extracurricular Activities

- Ü Sports Program
- Ü Leadership Program
- Ü Cheer
- Ü Academic Clubs
- Ü Tutorials

Social Services

- Ü Adult ESL Classes
- Ü Adult Computer Classes
- Ü Adult Resume Writing Classes

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü We participate in Parks and Recreation and Athlete in Training athletic events.
- ü We have a student leadership team who participates in coordinating special events within the school and community.
- ü Several of our children have graduated from the Title I reading program and have achieved grade level status.

Student Activity Rates for School Year 2004-05

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Transfers Out Rates ⁵	22	12	12	17
Transfers In Rate ⁶	30	28	28	37
Stability Rate ⁷	77	87	87	82
Promotion Rate ⁸	0	96	95	81
Retention Rate ⁹	0	1	1	3
Dropout Rate ¹⁰	1	0	1	6
Status Unknown ¹¹	1	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

We have regularly scheduled fire drills. Exit doors are marked. Teachers are on duty at all times. Parents and children know where and when they are to be picked-up and dropped-off. Only persons with fingerprint clearance cards are employed. An emergency plan is in place. Staff members are strategically placed about the campus as students arrive and exit the Day Star Campus.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council		
Transportation Policy		
Community Resources	Amy Bloss	(602) 275-3852
School Nutrition Programs	Carmen Tellez	(602) 275-3852
Parent Organization	Stacey Boyd/Carmen Tellez	(602) 275-3852
Student Health/Nurse	Carmen Tellez	(602) 275-3852

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 16 Pages X .0318 Per page X 169 Copies = \$86.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.